



Grade 12 Literacy Course OLC 401

Fellowes High School
Mr. J Brazeau/Ms. Doran
Room 308



Purpose of Course

To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skilfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literacy demands they will face in their postsecondary endeavours. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation.

Units of Study

Building Reading Skills

Building Writing Skills

Understanding and Assessing Growth in Literacy

Course Marking Scheme

Term Work = 70%

End of Course Evaluation = 30%

Operating Principles For Our Class

1. Please follow the social norms of our society at large (ie respect yourself and others around you)
2. In an effort to provide everyone with equal opportunity please raise your hand to answer a question

Tips for a Successful Semester in OLC 401

If you miss a class:

1. On the day you return from being absent please come and see me prior to the class starting. We can discuss what you missed while you were away and plan for you to catch up. You can also check the class wiki space at brazeau.wikispaces.com to find any information about what you missed
2. If a report or assignment is due on the day you were away, you must hand it in upon your return.
3. If you are absent the day a test is being written, you will be expected to write that test on the day you return, on your own time. Often the noon hour time is best for this, but another mutually agreeable timeslot can be chosen.

Homework/Study:

1. Don't waste class time. The harder you work in class = no homework
2. Consistent work and completing all reports and assignments will prepare you for tests and quizzes
3. Ask questions if you don't understand

4. Don't copy. If you are caught cheating or copying on a test or quiz you will receive zero. In the case of a copied assignment, all parties will receive zero.

OLC 401

Notebook Information

Your notebook is your personal record of the contents and activities in this course. It requires special care since it will be the only complete source of records for review for unit tests and the final course evaluations. If it is NOT well organized and neat enough to be easily read, you may find that it will actually confuse you more than help you at review or study time. Your notebook is your **major tool for success** in this course and therefore deserves to be used often and kept in good condition.

Notebooks will be checked routinely

You are responsible for catching up any records of work missed and for completing all assignments given during your absence.

Keep your notebook neat and up to date daily. Following the weekly outline is the best method for organizing your notebook.

Students who do not meet the deadline for summative assignments will attend the Student Success Room after school or at lunch to receive the assistance needed to complete the assignment. Student Success is designated to give students the necessary support and guidance to both complete the assignment and understand the importance of meeting deadlines. Attendance is mandatory for any student who does not have an assignment complete for the assigned due date. Parents will be informed immediately when an assignment is late and that their child will be attending Student Success.

Comparison of the Requirements of the OSSLT and the OSSLC

Requirements of the OSSLT*	Also required in the OSSLC	How OSSLT requirements are reflected in the requirements of the OSSLC
READING		
• Types of texts read		
<p>The OSSLT requires students to read twelve assigned selections of varying lengths and degrees of challenge on a range of topics.</p> <p>The reading selections include:</p> <ul style="list-style-type: none">- informational texts- narrative texts- graphic texts <p>The emphasis in the test is on informational texts.</p>		<p>Students read many self-selected and teacher-assigned informational, narrative, and graphic texts of varying lengths and degrees of challenge on a range of topics, including topics relevant to the students' interests and postsecondary destinations.</p>
Reading skills demonstrated		
<p>Students answer questions designed to measure their skills in understanding and interpreting the texts they have read. They must demonstrate skills in three key areas:</p> <ul style="list-style-type: none">- understanding directly stated ideas and information- understanding indirectly stated ideas and information- making connections between personal knowledge and experiences and the ideas and information in texts		<p>Students demonstrate their understanding of texts and their skills in the three key areas in various ways</p> <ul style="list-style-type: none">- for example, through written and oral answers to questions, through discussions and teacher-student conferences, and through written responses to texts.
Reading strategies used		
<p>Students are expected to apply the following reading strategies to understand texts:</p> <ul style="list-style-type: none">- using knowledge of structure and intended audience- using visual features of texts to understand their meaning and purpose- using knowledge and context to understand unfamiliar and technical vocabulary and language used figuratively- using grammatical structures and punctuation to understand meaning		<p>Students learn and demonstrate the ability to select and apply a range of reading strategies:</p> <ul style="list-style-type: none">• before reading, to preview texts and build on prior knowledge• during reading, to monitor comprehension and record ideas• after reading, to consolidate and extend understanding.

Requirements of the OSSLT

Also required in the OSSLC

How OSSLT requirements are reflected in the requirements of the OSSLC

WRITING

• Writing forms used

The OSSLT requires students to produce four pieces of writing, one in each of the following forms:

- a summary
- an information paragraph
- an opinion piece ("a series of paragraphs expressing an opinion")
- a news report

Students are required to produce several pieces of writing, on self-selected and teacher-assigned topics, in each of the four forms. They are also asked to write in other forms relevant to their personal interests and future destinations.

Writing skills demonstrated

The writing tasks are designed to measure students' skills in communicating ideas and information clearly. Students must demonstrate their skills in the following key areas:

- developing a main idea
- providing supporting details
- organizing and linking ideas and information
- using an appropriate tone for the specified purpose/ and audience
- using correct grammar and punctuation
- using correct spelling/

Students are required to demonstrate in their writing all of the key skills measured on the test. They also learn and are expected to demonstrate their use of the writing process (pre-writing, organizing, drafting, revising, editing), which provides a necessary framework for their writing.

CONDITIONS

Students demonstrate literacy skills within the time limits of the test.

Students demonstrate literacy skills by completing a variety of tasks and assignments throughout the term and in a final evaluation (see pp. 12-13 of this document). Time is allowed for students to use reading strategies and the writing process.

*Adapted from the EQAO website, at www.eqao.com.

